

# Classroom Design for Global Education

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## Curriculum vitae

- 1983 I started my career as a teacher at Nakagawara Elementary School in Sumoto city, Hyogo. I coached baseball for children and traveled mainly in Europe and North Africa as a backpacker.
- 1998-2001 I worked at the Japanese School in Bangkok. I have been a chief organizer of a research group for global education in Awaji area after coming back to Japan.
- 2005 I participated in the Global Education Project to Promote Better Understanding of the United States among Japanese Precollege Teachers which was conducted in New York and Washington D.C.



## Summary

### 1. About the necessity for Global Education

Why is Global Education necessary?

- (1) Necessity from world trends
  - Borderless situation about things, money and people
- (2) What are the qualities for children of the future?
  - Knowledge (increase in the diverse sense of values)
  - Autonomy
  - Communication ability
- (3) What are the roles of teachers?

### 2. At schools

In order to promote Global Education at educational settings,

- (1) At schools
  - Priority of Global Education in our busy schedules
  - How should we encourage Global Education

→ We should conduct Global Education in every day school activities.
- (2) Ideas to increase the number of co-workers who are interested in Global Education
  - Through seminars and workshops for teachers
  - Through teachers' study trips

} Let them know how interesting it is.

### 3. Classroom design for Global Education

What is the Global Education class in which students are actively involved in?

- (1) My motto about Global Education
  - ① Practice makes it perfect. (Doing possible things one by one.)
  - ② Fieldwork-based activities ("Seeing is believing.")
- (2) Teaching material development (continuous attention)
  - 70% teaching materials and 30% teaching skills-
  - ① To start from children's interest.
    - Global Education lesson introduction: Relations between children and the world
    - E.g.) Research on their hometown (Study about the source of the food and the daily items)

Greetings in other countries  
Children's plays or games, etc.

To have children become interested in other countries and familiar to them

To choose the things as a research topic

- ② The things that will have children motivated and change their way of thinking
  - ③ The things that are curious to children
- through the fieldwork-based activities.

(3) Lesson examples (Lessons that focused on correlations)

- ① Lessons of social studies and 'international understanding' for 5th graders of elementary school

Lesson theme: "About our food, food production and issues about food importing"

Discussion topic: 'Should Japan reduce its shrimp importing?'



Most of the students had positive opinions.

Students interviewed people at a trading company, a shrimp farm and shrimp processing factory.

(大阪書籍小5社会 P71 より)

- ② • A lesson of social studies for 6th graders of elementary school

Lesson theme: 'Japan in the world and us-the United States-'

- A lesson of moral education for 6th graders of elementary school

Lesson theme: 'America, a multiracial country and a Japanese American (Mr Fred Korematsu)'



(BALL PARK IN NY)



(日系慰霊碑 WASHINGTON D. C.)

The story of a Japanese American, Mr Fred Korematsu was taken as a discussion topic.

"Although there are so many people who are from different countries living in the US, did they get along well from the beginning?"

(4) In conducting Global Education lessons

- ① Difference from Japan

- Problems about putting too much emphasize on the differences in order to draw children's interests
- The importance of understanding the problem backgrounds and other people  
→ To be able to understand the others deeply and widely.

We should not use the Japanese criteria only.

- ② Similarity to Japan

To understand others → To be able to coexist with others

#### 4. Conclusion

What are our roles as classroom designers and instructors in Global Education?